MINNIE B KENNEDY MIDDLE 274 East Pine Log Road Aiken, SC 29803 6-8 Middle School GRADES ENROLLMENT 915 Students George M. Rogers 803-641-2471 PRINCIPAL SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428 Dr. John B. Bradley 803-641-2431 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: GOOD Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 21 IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: ND This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

Mathematics

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Our School

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Good	Below Average	N/A
2003 2004	Good	Below Average	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

English/Language Arts

40.9 16.5 42.0 22.5 41.6 23.8 43.9 43.9 44.4 44.4 44.9 26.3

Middle Schools with Students like Ours

English/Language Arts

Definition of Critical Terms

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below BasicDid not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Mathematics

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	leachers	Students	Parents
Number of surveys returned	50	267	158
Percent satisfied with learning environment	98.0%	77.5%	78.7%
Percent satisfied with social and physical environment	100.0%	80.6%	63.2%
Percent satisfied with home-school relations	94.0%	85.9%	83.3%

PACT	PEREN	PMANCE	BYE	BULLE

PACT PERFORMANCE	E BY GR							
	/	DUP Rent Testing	Lested old Br	alou Basic	Basic of	Proficient	Advanced ole Profi	cient and stranged
	olla	W. Les	(65tb / 2	JOH L	Basic	Profile	Advor .of	cipand
	Emil	184 0/0	0/08	0/	0/	0/0	0/0/6/	Kr. chi
			Ē	nglish/Lar	iguage A	rts		
All students	914	100.0	22.5	42.0	29.9	5.6	35.5	17.6
Gender								
Male	470	100.0	28.9	40.0	27.5	3.6	31.1	17.6
Female	444	100.0	15.6	44.1	32.4	7.8	40.2	17.6
Racial/Ethnic Group								
White	607	100.0	13.3	40.8	38.0	7.9	46.0	17.6
African-American	248	100.0	41.6	47.9	9.6	0.9	10.5	17.6
Asian/Pacific Islander	15	100.0	21.4	21.4	57.1	N/A	57.1	17.6
Hispanic	36	100.0	55.6	33.3	11.1	N/A	11.1	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	822	100.0	18.9	42.1	32.8	6.2	39.0	17.6
Disabled	92	100.0	55.3	41.2	3.5	N/A	3.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	914	100.0	22.5	42.0	29.9	5.6	35.5	17.6
English Proficiency								
Limited English proficient	25	100.0	76.0	20.0	4.0	N/A	4.0	17.6
Non-limited English proficient	889	100.0	20.9	42.7	30.6	5.8	36.4	17.6
Socio-Economic Status								
Subsidized meals	326	100.0	42.6	45.7	11.4	0.3	11.8	17.6
Full-pay meals	588	100.0	12.3	40.1	39.3	8.3	47.5	17.6
		•		•		•	•	
				Mathe	matics			
All students	914	99.7	16.5	40.9	20.8	21.8	42.6	15.5
Gender								
Male	470	99.6	18.0	38.0	20.7	23.4	44.0	15.5
Female	444	99.8	14.9	44.0	21.0	20.0	41.1	15.5
Racial/Ethnic Group								
White	607	99.8	6.6	38.8	25.2	29.5	54.7	15.5
African-American	248	99.2	37.3	49.3	9.2	4.1	13.4	15.5
Asian/Pacific Islander	15	100.0	14.3	28.6	28.6	28.6	57.1	15.5
Hispanic	36	100.0	50.0	30.6	16.7	2.8	19.4	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	822	99.6	14.3	38.6	23.0	24.1	47.1	15.5
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N/A

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15.2

34.1

7.6

61.2

N/A

40.9

20.0

41.5

50.9

35.8

1.2

N/A

20.8

16.0

21.0

10.8

25.9

1.2

N/A

21.8

4.0

22.3

4.2

30.7

2.4

N/A

42.6

20.0

43.3

15.0

56.6

15.5

15.5

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15.5

Disabled

Migrant

Migrant Status

English Proficiency
Limited English proficient

Non-limited English proficient

Socio-Economic Status Subsidized meals

Non-migrant

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

		Enroll	84 Of 1 0/0	183 010 86	9/0°	28c / 0/0	6/2	AC 0/0 Profit
		/ • •	7		n/Langua	ue Arts		_ ===
$\overline{\mathbf{A}}$	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	288	N/A	20.3	39.5	32.2	8.0	40.2
	Grade 7	289	N/A	12.1	44.1	35.2	8.5	43.8
	Grade 8	282	N/A	13.6	37.6	37.3	11.5	48.7
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
83	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	295	100.0	28.0	36.6	28.0	7.5	35.5
	Grade 7	309	100.0	18.7	43.9	33.9	3.5	37.4
	Grade 8	310	100.0	21.1	45.3	27.7	5.9	33.6

	V at I have at Land											
		Mathematics										
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
20	Grade 6	288	N/A	18.9	37.9	21.4	21.8	43.2				
	Grade 7	289	N/A	25.5	31.6	15.6	27.3	42.9				
•	Grade 8	282	N/A	15.1	37.3	25.4	22.2	47.7				
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
20	Grade 6	295	100.0	15.4	32.6	23.7	28.3	52.0				
	Grade 7	309	99.4	17.4	39.7	20.6	22.3	42.9				
	Grade 8	310	99.7	16.7	50.0	18.4	14.9	33.3				

SCHOOL PROFILE

C	ur School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 915)				
Students enrolled in high school credit courses (grades 7 & 8)	42.9%	Down from 46.4%	26.6%	14.4%
Retention rate	3.9%	Down from 4.9%	2.2%	2.3%
Attendance rate Eligible for gifted and talented	95.3%	Down from 95.9%	95.5%	95.2%
	30.1%	Up from 28.7%	21.1%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	9.6%	Up from 9.1%	11.3%	14.1%
	6.3%	Up from 5.3%	3.2%	4.9%
Suspended or expelled	0.0%	No change	1.7%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 52)				
Teachers with advanced degrees	40.4%	Down from 44.9%	50.0%	47.1%
Continuing contract teachers	80.8%	Down from 87.8%	83.3%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.5%	Down from 91.6%	87.1%	84.3%
Teacher attendance rate Average teacher salary	95.4%	Down from 96.1%	95.4%	95.0%
	\$41,686	Down 0.8%	\$40,921	\$39,924
Prof. development days/teacher	5.7 days	Down from 5.9 days	9.9 days	10.7 days
School				
Principal's years at school	18.0	Up from 17.0	5.0	3.0
Student-teacher ratio	26.6 to 1	Down from 28.6 to 1	22.2 to 1	21.0 to 1
Prime instructional time	90.1%	Down from 91.4%	90.1%	88.9%
Dollars spent per pupil*	\$4,740	Up 4.1%	\$5,304	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	64.2%	Up from 62.4%	63.4%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.5%	Down from 100.0%	95.1%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

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1	N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample	

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kennedy Middle School has approximately nine hundred fourteen students of whom 66% are Caucasian and 34% minority. Thirty-six percent are on either free or reduced-price lunch. The school has three self-contained special education classes, two resource classes, one English As Second Language class, and two-hundred eighty-five students are enrolled in the Gifted and Talented Program. Academically, the students have scored well above the state and district averages on all standardized tests. Students are heterogeneously grouped in grades six and seven, and because of high school course offerings, are homogeneously grouped in grade All students are offered an advisor-advisee class, two periods of reading/language arts and mathematics daily, and have science and social studies for two periods on alternate days. In addition, each student has a minimum of six exploratory course offerings yearly. To support the academic program, all students participate in the Accelerated Reading, Accelerated Mathematics, Perfect Copy for Language Arts, and the CCC Lab. Students with academic plans or who are experiencing academic difficulties are offered tutoring through parent volunteers, Beta Club members, and an after-school tutorial program. A wide variety of extra-curricular opportunities are provided for students through clubs, athletics, intramurals, and mini-courses. To help with self-esteem, students participate in a variety of service learning and character education activities. In summary, the school attempts to meet the various needs of all her students.

George M. Rogers Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.